

Welcome!

On ½ sheets of paper:

Please record 2-3 *outcomes* that you expect as a
result of implementing
School-wide Positive Behavior Support *with*
Cultural Competence
within your school or district.

Using a marker, write one response per ½ sheet in
large letters.

Place your ½ sheets on the “stickeewall”.

School-Wide Positive Behavior Support with Cultural Competence

An Overview

Developed by the Indiana State Improvement Grant
(IN-SIG) Team supported by the USDOE/OSEP &
IDOE Division of Student Learning
2009



- Five year grant (began October, 2003)
- Funded through Part D of the IDEIA
- Now called State Personnel Development Grants
- Purpose . . .

Purpose. . .



- “To assist state educational agencies and their partners . . . in reforming and improving their systems for providing educational, early intervention and transitional services including their systems for professional development, technical assistance, and dissemination of knowledge about best practices to improve results for children with disabilities.”

Cultural Responsiveness & Family, School & Community Partnerships



CEEP CENTER FOR EVALUATION
& EDUCATION POLICY



 **IN-SIG**
Indiana State Improvement Grant

What are your
expectations?

Why SWPBS...

- Behavior management is the top concern of teachers
- Positively impacts teacher retention
- Builds on what you are already doing well
- Changes from reactive to proactive environment

Washburn, Sandy, Stowe, Kimberley, Cole, Cassandra M., Robinson, James. *Improving School Climate and Student Behavior: A New Paradigm for Indiana Schools*, Education Policy Brief, Indiana Institute on Disability and Community and Center for Evaluation and Education Policy, Indiana University, 2007

Why SWPBS...

Reactive/Punitive Environments . . .

- Exclusion and punishment are ineffective at producing long-term reduction in problem behavior (*Costenbader & Markson, 1998*)
- Some forms of punishment may actually be rewarding and maintain problem behaviors. (*Gresham 1991; March & Horner 2002*)
- Rates of problem behaviors in hallways, playgrounds, cafeterias, and other non-classroom settings can be decreased by improving the systematic and consistent use of active supervision, positive feedback, and social skills instruction (*Colvin et al., 1997; Leedy et al., 2004*)

Indiana Data

- Indiana schools suspend, on average, 1700 students every day.
- If you are a student with a disability, you are twice as likely to be suspended than if you are non-disabled.
- If you are an African-American student, you are about 4 times as likely to be suspended and twice as likely to be expelled as a White student.
- If you are an Hispanic student, you are about twice as likely to be suspended or expelled as a White student.
- In a survey of six school districts in Indiana, when asked to identify what can be done to prevent students from being suspended or expelled or dropping out of school, most respondents replied:
 - “More parent involvement”
 - “More training”

Instructional Time Gained

- 1400 referrals =
- 21,000 min. @ 15 min. =
- **350 hrs =**
 - **44 administrative days**
 - **70 instructional days for students**

Academic and Behavioral Support

**Cultural
Responsiveness
/Family &
Community
involvement
throughout**

Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

Services across tiers are fluid and data-driven

**Intense,
Individualized
Support**

**District/Community Team
Building Core Team**

Tier 2:

- At-Risk Students
- Small Group

Building Core Team

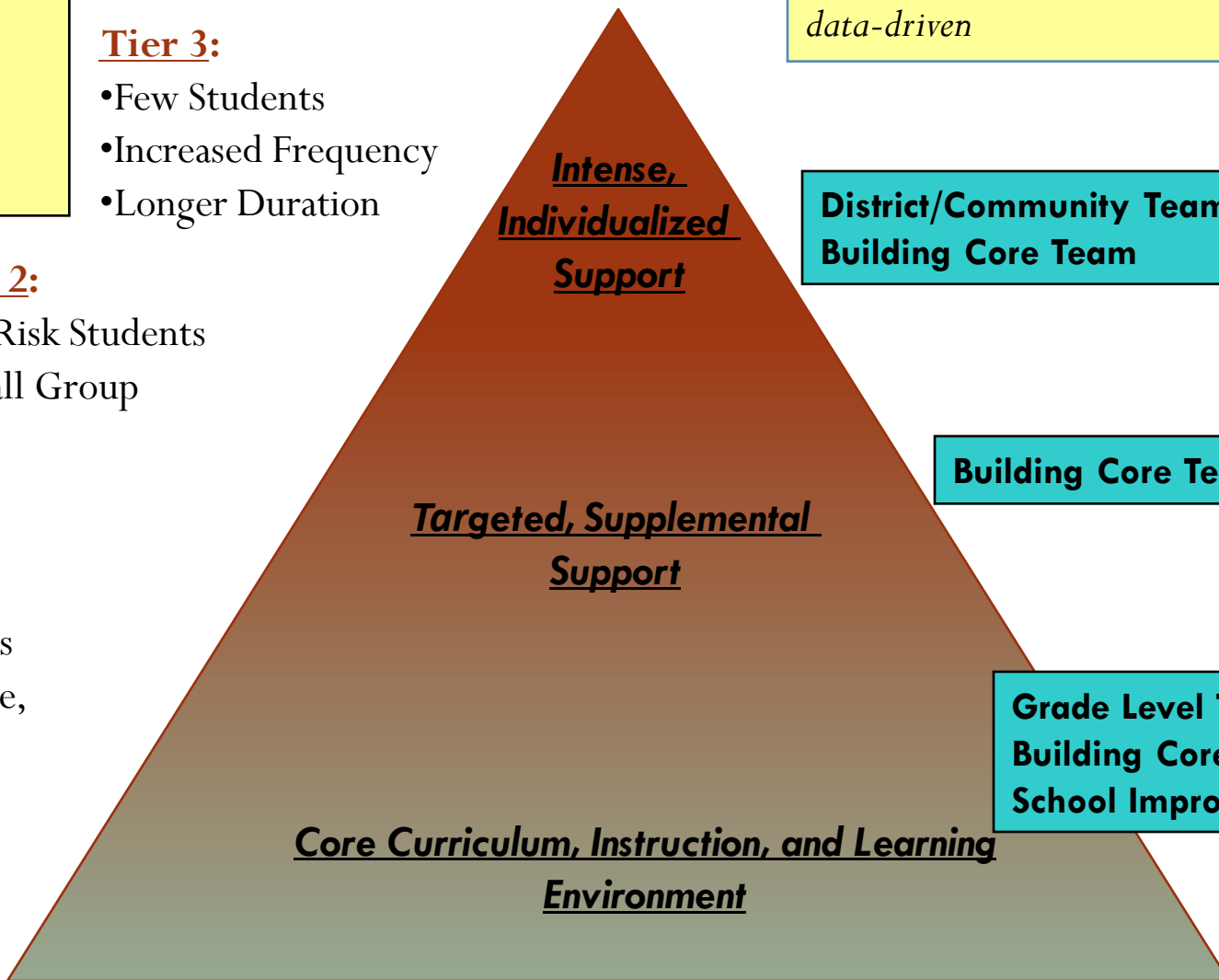
**Targeted, Supplemental
Support**

Tier I:

- All Students
- Preventative,
Proactive

**Grade Level Teams
Building Core Team
School Improvement Team**

**Core Curriculum, Instruction, and Learning
Environment**



SWPBS with Cultural Competence

- SWPBS is a **framework** that builds upon what you are already doing well
- SWPBS with **Cultural Competency** helps create a **school climate**:
 - That is conscious of working across cultures, age, race, gender, socio-economic background
 - That bridges the disconnect between expectations of family, neighborhood, and school
 - Where diversity of the school community is not only recognized, but heard and valued
- SWPBS with Cultural Competence **reflects**:
 - The staff
 - The students
 - The students' families
 - The community

Transforming Practices

- Reactive —→ **Proactive**
(Focus on Prevention)
- Punitive —→ **Instructive**
(Teach and recognize appropriate skills)
- Exclusionary —→ **Inclusionary**
(Keep students in school and in class)

School-Wide Positive Behavior Support *with Cultural Competence* is:

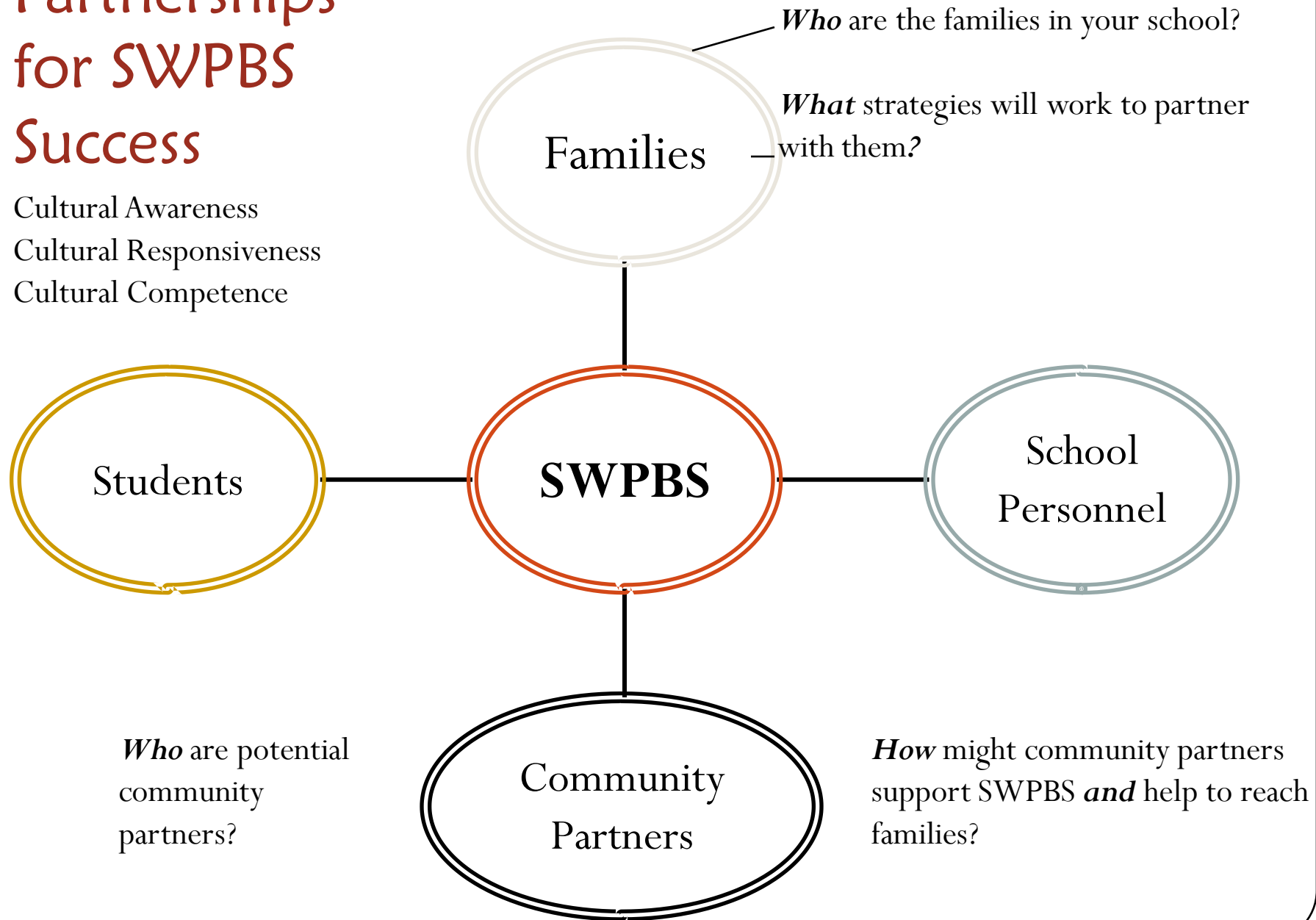
- Leadership
- Family / School / Community Partnerships
- Implementing the 6 Components of SWPBS
 - **Select and clearly define** expectations & routines
 - **Teach** behavior & routines directly (in all settings)
 - Actively **monitor** behavior
 - **Acknowledge** appropriate behavior
 - **Review data** to make decisions
 - **Correct** behavioral errors

Leadership

- Building-based *Behavior* Leadership Team
 - 5-7 members representative of the population of the school & community
 - Committed and focused on leading behavioral change and developing internal capacity
 - Data - Driven
- District Level *Behavior* Leadership Team

Partnerships for SWPBS Success

Cultural Awareness
Cultural Responsiveness
Cultural Competence



SWPBS in Action

1. Select and Define Behavioral Expectations

- Observable, Acknowledgeable, Teachable
- Positively stated
- What you want to see, not what you don't.

Safe

Organized

Accountable

Respectful

The word "SOAR" is written in a large, stylized, purple font with a light blue outline. The letters are slightly slanted and have a soft shadow effect.

SWPBS in Action

- Develop a “behavior matrix”
- Specify what SOAR looks like in all settings and routines

	CAFETERIA	HALLWAY	RESTROOM	RECESS
Safe	Hands, feet & objects to self	Walk on the right side		
Organized	Line up by menu choice	Stay with your class		
Accountable	Focus on eating	Go directly to your destination		
Respectful	Wait your turn	Walk silently		

SWPBS in Action

2. Teach behavior expectations and routines directly in all settings

Example: Cafeteria Expectations

- a) Gather students in the cafeteria
- b) Review school-wide expectations
Safe, Organized, Accountable, Respectful
- a) Identify specific behaviors for the cafeteria See Behavior Matrix
- b) Model examples and non-examples
- c) Review specific behaviors for the cafeteria

SWPBS in Action

3. Actively monitor behavior

- Movement, Interaction, Scanning

School personnel need to receive training to effectively monitor behavior.

SWPBS in Action

4. Acknowledge appropriate behavior

Example: When students are observed being Safe, Organized, Accountable, and or Respectful, acknowledge with...

- a. Specific verbal feedback or,
- b. Eagle Feathers and specific verbal feedback

**Eagle Feathers can be used to earn incentives*

SWPBS in Action

5. Collect data and review to make decisions

- Office referrals, suspensions, expulsions, survey of students, staff, parents regarding problem areas
- When, where, what, who
- Disaggregate to identify patterns of behavior/consequences among student groups (e.g. race, ethnicity, gender, SES, special education)

Without data all anyone has is an opinion

o *Edward Deming*

SWPBS IN ACTION

6. Correct behavioral errors/respond to undesirable behavior
 - Develop a system consistent across staff for responding to behavior problems
 - Consider how routine/environment may contribute to behavior problems
 - Remember that teaching is most effective method for changing behavior

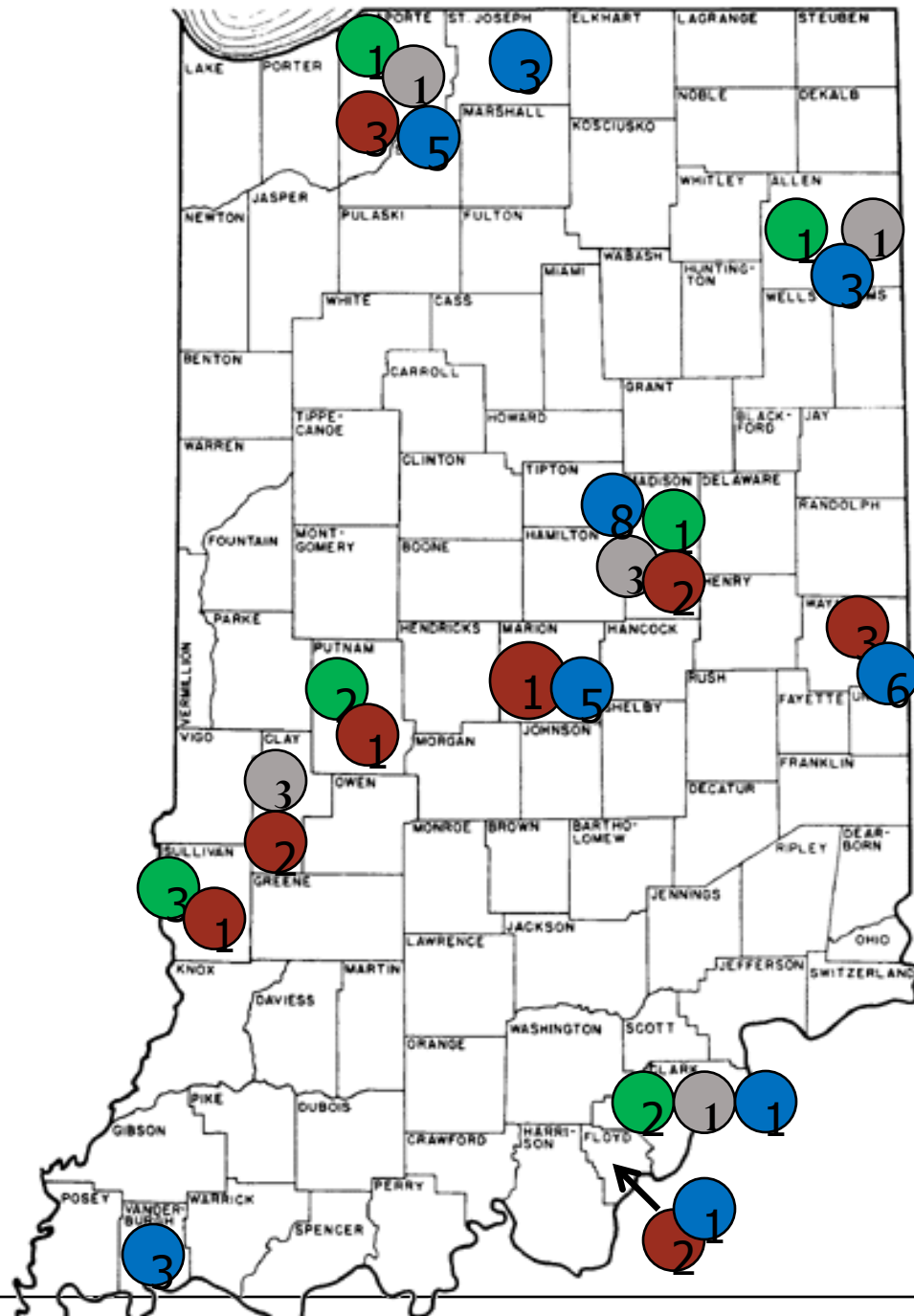
Currently :

- What are your strengths to build on?
- What are your challenges?

ACTIVITY

- In what area(s) of behavioral planning have you discovered *strengths*?
- What are your *concerns*?
- What **gaps** in your school/district planning are apparent?
- Is or should SWPBS *with Cultural Competence* be a **priority** in your district/school?

IN-SIG SWPBS in Indiana



Additional SWPBS Sites

- Elkhart County
 - Elkhart Community Schools
- Marion County
 - Indianapolis Public Schools
 - MSD Lawrence Township
 - MSD Pike Township
- Kosciusko County
 - Warsaw Community Schools
 - Whitko Community Schools
- Monroe County
 - Monroe County Community School Corporation
- Bartholomew County
 - Bartholomew Con School Corp
- Hamilton, Boone, Madison Counties



SWPBS Coaches' Symposium



SWPBS “Big Event” Conference

- **Progress Monitoring of Behavior within a Tiered Model**
- **Tier 2 and Tier 3 Behavior Interventions**
- **Implementing SWPBS with Cultural Competency**
- **From the TOP! Working with High Need Families**
- **Leadership for SWPBS Teams**
- **Developing the "Soft Skills" of Coaching**
- **What We Know and What We Need to Know**
- **Culturally Responsive Practices**

WHAT DOES SWPBS LOOK LIKE?



Robinson Elementary School

WELCOME

S
H
A
P
E

Safe

Honest

Accountable

Peacemaker

Excellence

LANE MIDDLE SCHOOL

Ready

STANDING BY
ORGANIZED

Responsible

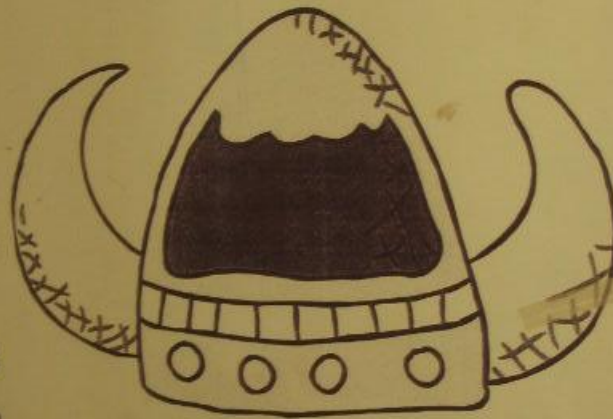
Accountable
In Charge

Respectful

Polite
Deferential

Lane Middle School Expectations

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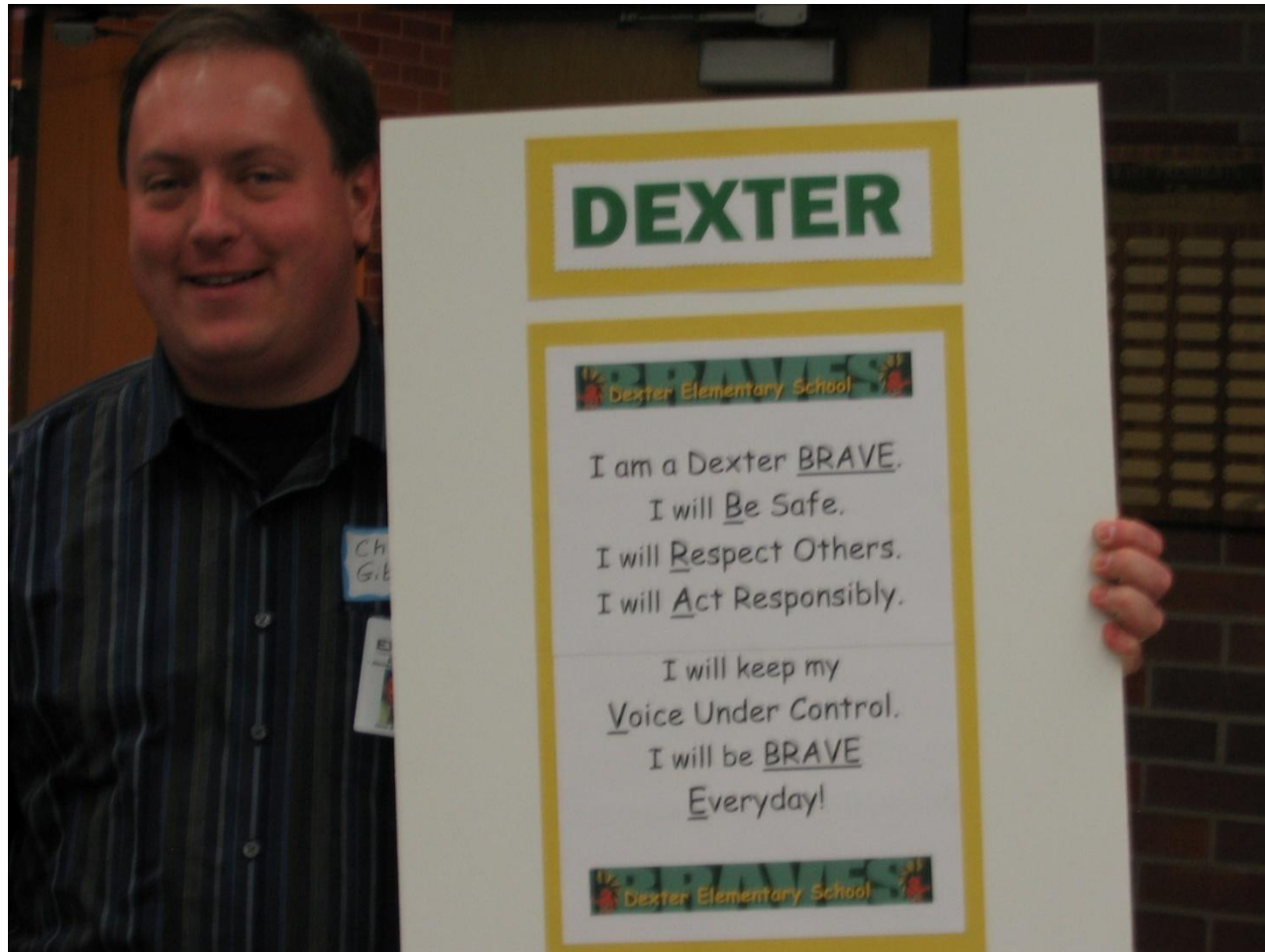
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*KNOW AND FOLLOW DIRECTIONS

*ACCEPT CONSEQUENCES *BE PREPARED

*BE PUNCTUAL



DEXTER



I am a Dexter BRAVE.

I will Be Safe.

I will Respect Others.

I will Act Responsibly.

I will keep my
Voice Under Control.

I will be BRAVE

Everyday!



The Children's Academy of New Albany

CANA

Kindness

Integrity

Determination

Self-Control



Can!

We do not have an official school mascot other than "kids" or "children." Our staff recently decided to use the acronym KIDS as a basis for our schoolwide behavior matrix







Practice respect

Accept responsibility

Work together

Safety matters





EAST SIDE
STAR
QUALITIES



Successful
Trustworthy
Accountable
Respectful



POSITIVE BEHAVIOR SUPPORT





What type of environment do you want
your child/student to be in?



Positive & Supportive

- Expectations are clearly and positively stated
- Staff are taught that rewarding positive behavior, rather than punishing negative behavior, is the norm
- Students reinforced for meeting school expectations
- Parents and community are active partners



Krueger Middle School

- Michigan City, IN
- Enrollment: (07-08): 412
- White: 50%
- African American: 40%
- Hispanic: 3%
- Other: 7%
- Free & Reduced Lunch: 64%

Decrease in Office Referrals: 88%

Decrease in Suspensions: 77%

Expulsions: 0



Triple Crown:

Respect

Responsibility

Ready to Learn

South Side Middle School



Be Respectful
Be Responsible
Be Ready

- Anderson, IN
- Enrollment: (07-08): 750
- White: 55%
- African American: 31%
- Hispanic: 7%
- Other: 7%
- Free & Reduced Lunch: 71%

07-08 Based on office records for the first semester:

- Office Referrals were down 3.5% from the previous year (that year it had decreased 41%)
- Out-of-school suspensions were down 33% from the previous year
- Expulsions were down 45% from the previous year.

Portage Middle School

- Fort Wayne, IN
- Enrollment: (07-08): 546
- White: 58%
- African American: 21%
- Hispanic: 14%
- Other: 7%
- Free & Reduced Lunch: 40%

- Based on number of office referrals from first semester 06-07 to first semester 07-08, there was a decrease of 48%
- Based on number of suspensions from first semester 06-07 to first semester 07-08, there has been a decrease of 34%.
- Based on number of expulsions from first semester 06-07 to first semester 07-08, there has been a decrease of 70%.



Portage Rams are:

Respectful
Accountable
Motivated

NEXT STEPS

- Make SWPBS a top priority at all levels
- Form SWPBS Leadership Team
- Present to Faculty
- Sign & Return Building & District MOUs
- Conduct a self assessment of the current school-wide discipline system
- Interview a diverse group of students

Additional Information . . .

- Indiana Department of Education
 - Indiana's One Plan & Response to Intervention (RtI)
 - PBS Website
 - Rob March "SWPBS an Overview" on INDOE website (IVIN Streaming Video)
- State Leadership Team
- Effective Educational Practices www.successfulschools.org
- www.PBIS.org